

## NARRATIVE OUTLINE

### Introduction

In our original letter of intent, we included anticipated enrollments for a K-4 elementary program as well as a drop-out and recovery program for at-risk high school students (14 and older). Since that letter was submitted, we have determined that at this time we should proceed only with the K-4 program. We will initiate a separate high school program at some future date. In light of this, we are expanding the long-term enrollment goals of the elementary school to permit us to serve more students. Flanner House Elementary (FLE) will still have a projected enrollment of 140 students in 2002-2003, but it will grow to 240 by our fifth year (with the addition of a fifth grade and expansion of other grades.) The other information offered in our original letter of intent remains unchanged.

Flanner House, located in Watkins Park in Near Northwest Indianapolis, is a 103 year-old educational and child development center originally established to serve African-American families migrating to the state from the South. It is the oldest social service agency serving African-Americans in Indiana. Its largest component is Flanner House Academy (FLA), a pre-school through Grade 3 private school. Flanner House Elementary will be built upon our experience, leadership, and proven capacity to successfully educate children. While many of our students will change as we open our enrollment to those who cannot afford our tuition, we will retain our current teachers, physical plant, and administration.

Although FLA's enrollment is currently at capacity, the Academy's current position as a private school serving ninety-three African American children in one of the poorest neighborhoods of the city has forced us to reassess our role. (*See Section II(B), Need, below.*) In our determination to open the school to all regardless of their ability to pay tuition and our need for adequate resources to serve students effectively, we have chosen to transition the Academy into a charter public school: Flanner House Elementary. This transition has been done successfully by many formerly private schools serving African-American and other minority children, such as the nationally known Seed Academy-Harvest Prep in Minneapolis, which also maintains a high academic focus within a disciplined yet caring environment. (Although almost all of its students come from families whose incomes are below the poverty line, these students consistently score near the top in nationally normed tests among all public school students in the Twin Cities.) This transition will permit us to expand and serve far more students than are currently enrolled, as most of our current grades have a waiting list. FHE will have a separate board and legal structure from all existing Flanner House entities, but will retain the ability to draw upon the experience and resources of its founding organization. Please note that a separate board is now being put in place for this purpose (*See Section IV(B), Governance and Management, below*).

In our view, the fact that our new charter school will be springing from an established and very successful private school setting high standards for minority students is a tremendous asset, for we will be able to greatly expand educational services to community families while also having far greater resources to do a better job. We have the leadership, stability, experience, and discipline to excel as a public school. Our intention to create a replicable model that will create the highest standards for minority students, and hold them to consistently achieve these standards—something now sorely lacking in our city's public school system. *We believe that our years of experience, strong community and citywide support, and recognition of our success provide us with the capacity to become the best public elementary school in Indianapolis.*

## **1. Who We Are**

### **A. Description of Founding Group**

Flanner House Elementary is intent on building the same quality board and leadership capacity throughout its organization as Flanner House has experienced in the past. Flanner House Academy has had an outstanding reputation for performance, community involvement, economic management, and economic viability. These qualities will carry on as we transition to a charter school.

Flanner House presently has governing and advisory boards with years of commitment and leadership. Members includes Congresswoman Julia Carson, State Senator Glenn Howard, State Representative Vanessa Summers, several Marion County Superior Court Judges, an Indianapolis School Principal, a City-County Councilman Monroe Gray, Jr., and attorneys, corporation executives, and educators. It is one of the strongest non-profit boards in the metro area. Many of these members have been heavily involved with our educational services, particularly at FHA. We estimate that about 50% of the current Flanner House board will leave (or are already in the process of leaving) to join a separate new board formed for FHE. These will be supplemented by other board members who will be drawn from the educational, foundation, and corporate community, as well as by parents. The start-up board will form a committee to recruit new members who can best serve FHE in the future.

Short biographies of our leadership team follow:

*Cynthia Diamond* has temporarily taken a leave of absence from serving on the Flanner House Board to volunteer for Flanner House Elementary. She has been involved with Flanner House since 1977. A licensed social worker, she has a degree in Psychology from Purdue. She has served as Director of Homes for Black Children and Director of the Adoption Program for the Children's Bureau of Indianapolis, Inc., and has been a Board member of Indianapolis Urban League, Head Start, and many other agencies and non-profits. With a passion for helping children in need, and years of experience in working with poor and minority families in Indianapolis, she brings a critical perspective of children and family problems and needs, along with proven leadership skills, to FHE. She also has numerous contacts within the non-profit community that can help the school to access resources and support, including fundraising. Cynthia will serve as School Director of FLE.

*Frances Malone*, who will serve as FHE's Director of Education, has served Flanner House for 31 years, and has managed the Flanner House Child Development Center for 28 years. Frances launched the Flanner House Academy three years ago to serve minority children. She has a B.S. in Human Services and a minor in Early Childhood Education. Her strengths are in management, communications with parents and children, staff administration and training, and curriculum and assessment.

*Sandy Green*, who will serve as Director of Operations/Business Manager at FHE, has been at Flanner House 14 years in the capacity of overseeing site, building management, and financial and accountability programs. A graduate of Indiana Business College, she has handled myriad financial and site issues and continually worked with a wide variety of governmental regulations. Her years of experience in dealing with these issues will make FHE's existence as a public school far more viable.

Cynthia, Frances, and Sandy are being helped by four former board members of Flanner House who will be extremely involved in FHE and lend multiple skills to the start-up:

*Pat Chastain*, a consultant to various corporations, retired in 1999 from her position as Vice-President for Community Affairs of the Indianapolis Water Company. She has served on the boards of five major non-profits in Indianapolis. She has a particular passion for the education of inner city youth. Pat, who is particularly strong in fundraising, community relations, and strategic planning, will be a Board member of FHE.

*Robert Shula* is past President of the Flanner House Board. An attorney at Lowe, Grey, Steele & Darko, he has served as President of the Oriental Art Society of the Indianapolis Museum of Art; as a Board member of the Indiana Sports Corporation; on the Board of Directors of the Indiana Civil Liberties Union; and as a Board member of both Arts Indiana and the Indiana Repertory Theatre. Bob brings a legal perspective to FHE, as well as extensive contacts in the arts community that will help as resources for our students. He also will serve as a Board member of FHE.

*Seema Parikshak* is Vice-President and Director of BKD Financial LLC and is the Treasurer of Flanner House. She brings over 13 years of experience as a CPA and investment banker to her work with FHE. Her community work with Riley Children's Hospital and the India Association of Indianapolis are part of her commitment to bettering the lives of children and families in Indianapolis.

*Brian Buchanan* has brought excellent leadership and extensive legal knowledge to his first term as President of the Board of Flanner House. For over twenty five years he has shown his commitment to young people through his community work for numerous agencies including Goodwill Industries, Young Presidents Organization, the Indianapolis Museum of Art and Methodist Health Foundation.

## **B. Community Partnerships**

Flanner House has one of the strongest bases of community partners in the city with whom it has worked for many years. Many of these have partnered with FHA in the past and will continue to do so with FHE. (Some of these are listed in Appendix A.) These include the YMCA, the Indiana Dept. of Ed., the Young Audiences of Indianapolis, the Indianapolis Museum of Art, the Indianapolis Police Department, Bridges to Success, the Benjamin Harrison Home, the Children's Museum, and Computer Experience, Inc.

FHE will also partner with the City Department of Parks and the Library, which are both located on its site, as well as with Flanner House itself so that parents and students can access the wide variety of social services available either in our building or in adjacent facilities. Flanner House's multi-service center offers counseling, access services, services for seniors and youth, and employment referral.

## **II. Our Vision**

### **A. Mission**

The mission of Flanner House Elementary is to develop the highest potential of its students through educating the “whole person,” ensuring that all students attain basic skills proficiency appropriate to their age and grade level. By fostering critical thinking and problem-solving skills, we seek to build a solid foundation and provide positive motivation for life-long learning.

### **B. Need**

Flanner House has recognized the strong need for a disciplined, high academic school that can offer the unique ability to serve African-American families in one of the poorest and crime-ridden neighborhoods of the City, as well as partner with these families by offering a wide variety of social services support programs for both parents and students. It offers the widest variety of these of these programs of any school in the City. Our goal is to nurture families from a position of strength and ensure that no students fall through the cracks. It is clear that the traditional public school system has not had the ability or capacity to offer necessary services (both educational and non-educational) for minority children to succeed. Our holistic approach is child-centered and family-focussed. In this regard, we will make available a wide variety of before and after-care programs for our children, to ensure support for working families and particularly single working parents.

While Flanner House Academy has tried to serve this population, its need to require tuition as a private school has made it inaccessible to most local families. (See background information included in Appendix A.) While few local families have had the resources to attend, it has had to draw its students from throughout the metro region. Although the FHA tuition is only \$2,575 per student, even that amount makes our education beyond the scope of most families in our area. And it also is greatly insufficient to provide us with the resources we need to really serve our current students.

We now feel a stronger obligation to reach out to and serve the families in the neighborhood immediately surrounding the school, where Flanner House itself has launched a major renovation and rejuvenation project. We have partnered with United Northwest Neighborhood Association and Habitat for Humanity to build twenty-five new homes adjacent to our site in the last year. (See the site map in Appendix G.) The Governor and Mayor recently visited Flanner House to dedicate these houses. We have decided that the best way to serve our neighborhood and the minority community of our City is to greatly expand our enrollment and offer a high quality public education, and the charter legislation is the perfect vehicle for us to include a substantial number of local children. Our small classes, dedicated teachers, individualized attention to each student, mandatory parental involvement and availability of family services on-site, and extensive partnership network, together with the strong resources provided by our corporate supporters, will allow us to offer a far higher quality education than presently available in traditional public school setting in our City.

### **C. School Characteristics**

The Elementary school calendar, and most school characteristics, will follow the successful structure and discipline of FHA, which was initially put into place three years ago. Our school will operate for 184 days per year, beginning the first day after Labor Day. The school year will end on the first Friday of June. The daily schedule begins at 8:00 A.M. and ends at 3:30 P.M.

Although it will vary according to grade level, the following schedule illustrates the approximate time spent in each subject area. The time blocks are not rigid; especially in the lower grades, and teachers will modify them as need.

As described in the Curriculum section below (III c), students will also undertake a wide variety of independent projects on an ongoing basis, including a school drama production, etc. Yet a typical school day will look as follows:

#### *Proposed Daily Schedule*

6:00- 7:55	Before School Care (Optional, provided by Flanner House) Breakfast (Optional)
8:00 – 8:15	Morning Assembly
8:15 – 9:15	Mathematics
9:15 – 9:30	Critical Thinking (Question and Answer)
9:30 – 10:30	History
10:30 – 11:30	Science
11:30 – 12:30	<i>Lunch</i>
12:30 – 1:30	Individual Reading and Tutoring
1:30 – 2:30	World of Languages
2:30 – 3:00	Music/Art/ and Dance/Drama
3:00 – 3:30	DEAR Program (Drop Everything And Read)
3:30—4:00	Teachers Available for homework, etc.
4:00—5:45	After School care available through Flanner House Child Development Center (Optional)

The FHE yearly calendar is included in Appendix I.

### **III. Educational Services Provided**

#### **A. Educational Philosophy**

For the past three years, Flanner House Academy has educated minority children whose families felt that a traditional public school environment was not challenging them to the best of their abilities. We are aware that minority students have not been expected to perform well in the current Indianapolis Public School system, and feel that this is unacceptable. We feel strongly that most students will perform up to whatever expectations have been set for them, and because of this we have demanded that all students do their best, regardless of circumstance. FHA's classrooms are orderly, with no disruptions. Students wear uniforms and never speak out of turn. At the same time, there is a tremendous respect for and honoring of each student's individual potential. Those students who graduate to other private elementary schools have encountered few, if any, academic problems.

Our experience has not been unique. All across America, students in small, high academic, disciplined learning environments have excelled when expectations have been raised. In No Excuses: Lessons from 21 High-Performing, High-Poverty Schools, Samuel Casey Carter details effective practices that allow all children to excel regardless of income level, setting the standard for high achievement. "Their record of achievement shows that all children can learn, no matter what the income levels of their families are, and that there is no excuse for the failure of schools to teach poor children." We at FHE are making every effort to incorporate these practices because we fully realize that a lack of income, the existence of one-parent families, and other factors common to communities of color no longer constitute adequate excuses why children should not learn. We will continue to bring an environment of disciplined learning to our public charter school.

FHE believes that knowledge must come first, and that children acquire genuine self-esteem through academic accomplishment. Many schools currently deprive learners of this experience by failing to set and celebrate adequate milestones of achievement.

We believe simply that hard work begets rewards. The process of becoming educated, as with most things that are worthwhile, is not effortless, and requires hard work and determination on the part of students, teachers and parents. This does not mean that the process cannot be joyful. Students who are presented with goals, and have caring teachers to guide them in the pursuit of those goals, gain a true sense of self-confidence and accomplishment upon achieving those goals, which builds upon itself and inspires them to work toward even greater accomplishments.

By fourth grade, wide gaps in achievement emerge that cannot be explained by variations in ability alone. These gaps often correspond to children's socioeconomic differences and varying levels of parental support. Some are created by inconsistent or even ineffective treatment of core areas such as language arts and mathematics.

These problems are urgent and cannot await gradual reforms. The children in our schools today have only one chance at a good education. Flanner House Elementary hopes to influence the course of public education by providing a positive and replicable model for the benefit of our children and the society they will create.

To accomplish this, FHE will have:

1. Timely and complete communication with parents about their child's progress.
2. A school atmosphere that encourages academic achievement and recognizes the importance of hard work and personal responsibility.
3. Holds out high expectations for every student and teacher while fostering fairness, a respect for others, and for the rights and responsibilities of citizenship in a democratic society.
4. Integrated assessments to confirm student progress, promptly identifying situations that require intervention or greater challenge, and guaranteeing accountability of the school.
5. Rigorous curricula which with defined grade-by-grade outcomes in line with state, national, and international standards, that focus on cumulative acquisition of knowledge and skills in academic areas.
6. Teaching methods that provide children the support and challenges they need to master grade-appropriate skills, ideas, and facts in every subject area.

The heart of our program is a sequential and cumulative curriculum. In each area, our school will emphasize skills as well as knowledge and ideas. Our objective is not a program in which repetition and drilling are by any means the only tool, but will develop classroom strategies to respond to varied learning styles, arrange classrooms to maximize learning, make hands-on materials for classroom application, administer and interpret Learning Style Inventories, and interpret one's own learning and teaching style.

Leadership and community service will also be part of the FHE's student experience in learning. Within the school, students will be encouraged to participate in school improvement projects, community projects, and may propose projects of their own, such as leading a reading group, a book club, or a discussion group. The school will cultivate a limited number of meaningful community service relationships, so that students may experience the satisfaction of volunteerism.

## **B. Academic Standards**

The Flanner House Elementary curriculum will be partially developed by the school's administrators and teachers, with input from parents, and based on the Indiana Academic Standards. The curriculum and standards will also draw upon the classical school model (and outlined in The Well-Trained Mind), and will be consistent with the *Open Court* reading program and the Everyday Mathematics program, both of which our school plans to implement. The curriculum will be refined during the spring and summer by analyzing each specific performance standard, determining what a student needs to know and be able to do, the prerequisite knowledge to meet the standard, and establishing and implementing methods of assessment that are derived from the standard.

### Exit/graduation standards for mathematics, English Language Arts, and social studies:

Flanner House Elementary will use all grade-relevant Indiana Academic Standards as exit standards. Full descriptions, examples and documentation of the Indiana Academic Standards are available at: [www.doe.state.in.us/standards/](http://www.doe.state.in.us/standards/). As part of, and in addition to the Indiana Standards, Flanner will use the following exit/graduation standards to determine adequate completion of Fifth Grade, the last grade in the school.

### Fifth Grade Mathematics:

- Students will be able to pose, explore, and solve problems using a variety of strategies, models, and tools, including the ability to solve a linear algebraic equation and construct a graph on a grid.
- Students will be able to use mathematics to enhance their understanding of other subject areas. For example, students will be able to make a simple map, to check whether a bean plant grows faster in the sun or the shade, and to organize nutritional data they have collected.

- Students will be able to understand place values through many digits, and are able to compare and order integers, commonly used fractions, and decimals.
- Students will be able to make a perspective drawing of a simple solid; identify symmetries of geometric and natural objects; use transformations such as translation, rotation, reflection, and scaling to create geometric patterns; classify shapes by properties such as number of faces, edges, vertices, and lines of symmetry; use the scale on a map to determine a distance; use geometric measures such as length, perimeter, area and volume.

#### Fifth Grade English/Language Arts:

- Students will be able to read at or above grade level, as demonstrated by Terra Nova results and Open Court assessments.
- Students will be able to make up their own oral stories, read aloud, recount ideas and plots, and discuss age-appropriate literature.
- Students will use standard English in all discussions with and presentations to the class in all subject areas.
- Students will be able to write, re-draft, and edit a one-paragraph composition with rudimentary grammar and proper spelling.
- Students will be able to read a newspaper article and demonstrate basic comprehension.
- Students will be able to stand in front of the class and give a clear five minute oral presentation on an assignment.

#### Fifth Grade Social Studies:

- Students will demonstrate a very basic understanding of major events and themes in American history, including voting, the Declaration of Independence and the Constitution, to be measured through tests, projects and discussion.
- Students will demonstrate a very basic understanding of major events and themes in Indiana and Indianapolis history, to be measured through tests, projects and discussion.
- Students will demonstrate a very basic understanding of American and Indiana geography, to be measured through tests and projects.
- Students will demonstrate an understanding of their own family history, through completion of a family tree project.
- Students will be able to understand and discuss major current events in class.

#### Other Fifth Grade/School Graduation Standards:

- Students will demonstrate a commitment to hard work, personal responsibility, and respect for community, school staff, other students and themselves. Teachers will keep track of student performance in this area.
- Students will demonstrate an appreciation of the arts and participate in their creation.
- Students will demonstrate an understanding of very basic scientific knowledge and methods and will be able to conduct basic experiments using scientific methods.
- Students will participate in a measurable number of hours of community service activities per year.



Flanner House Elementary promotion policies. Flanner is committed to providing the same educational opportunities to all of its students. Courses will be grouped by grade. Grading and promotion policies will be determined by the school executive committee, composed of administration, faculty and parents, and will be approved by the Board of Directors. The following guidelines will be used in determining these policies:

1. Students will master the reading skills necessary before moving on to the next grade.
2. The school will provide resources to assist students who are struggling with reading and other core subjects, including tutorial assistance.

### **C. Curriculum**

FHE curriculum is built around five key areas in grades 1-4:

- Reading, English and Language Arts
- Science and Technology
- History
- Mathematics
- Arts

#### *Project-Based Learning*

In order to prepare students for the future, a standard age/grade appropriate core curriculum is offered, with content based upon the Core Knowledge Sequence. In addition to more traditional classroom work, project learning forms a key component of our curriculum. Every child in grades K-5 is required to complete four research projects per school year. These include both curriculum disciplines as well as community service.

Sample Projects are as follow:

Kindergarten: "Sharing and Working Together Project":

T-shirts are purchased Friends are selected and they work in a team to do hand printing on T-shirts. Friends must write their names on the shirt under their handprint.

First Grade:

The "Animal Magic Box" is introduced to the class. Each student must draw one card from the box. The card has the name of the animal the child must do his/her research. The student may use the following for his or her presentation: 1. Class room presentation; 2. Costume, clay, or paper mache model; 3. Mandatory visual aid for drawing and labeling parts of body; 4. Written report on areas such as the animal's habitat, eating habits, information about animals young, country of origin, classification as a domestic pet or a predator, etc. Students will receive points for creativity, and all students are required to prepare and present and oral report.

Second Grade:

"All About Me": Students are required to collect information on themselves. An oral presentation is required and must be accompanied with a visual aid. The visual must include: 1. pictures from infancy to the present; 2. place of birth, date, time, place, weight and height; 3. current weight and height; 4. friends; 5. favorite books; 6. favorite place and hobbies; 7. career they would like to follow.

### Third and Fourth Grades:

All third and fourth graders produce a play for senior citizens in the community. The play must be selected by the children, who do all of the planning for the performance.

### *Multiple Instructional Methodology*

FHE will combine multiple instructional methods to help students with different learning styles succeed at all levels. Using Howard Gardner's Multiple Intelligences theory, students will have opportunities throughout the school day to exercise their verbal/linguistic, musical, logical/mathematical, visual/spatial, bodily/kinesthetic, inter-personal, and intra-personal intelligences. Teachers will continually encourage students to understand their natural aptitudes and develop in areas that are not as strong. This is particularly valuable in aiding students who may lag behind in English language skills.

Instructional methods are based on developing seven separate intelligences:

- ◆ Verbal/linguistic: Teachers will use large and small group discussion formats, short student presentations, reading circles, and shared journaling to develop this intelligence.
- ◆ Musical: Teachers will make use of music throughout the curriculum to connect learning to musical expression. Teachers may play music during art class, help students develop a musical presentation during the year, and help students design projects around musical themes.
- ◆ Logical/mathematical: Teachers will use project-based learning to connect math to the world beyond the classroom. Teachers will also use practice and repetition as emphasized in UCSMP's *Everyday Math*.
- ◆ Visual/spatial: Teachers will be encouraged to visually diagram instructions for these types of learners. Also, many assignments will have a visual component to challenge students to place a new idea into a two or three-dimensional context (e.g. drawing a picture of four apples being subtracted from 10 apples).
- ◆ Bodily/kinesthetic: Teachers will use simulations and role playing of stories to help students learn through their bodies.
- ◆ Inter-personal: Teachers will create many opportunities for students to develop inter-personal skills, including use of cooperative learning to challenge students to work in teams and solve problems together.
- ◆ Intra-personal: Teachers will create opportunities for students to reflect before answering questions by writing them down. Teachers will also have independent projects and journaling exercises to help students develop the ability to reflect on themselves and their relationship with their larger world.

### *Other Academic Curriculum and Lesson Plans*

As described in Educational Philosophy section above, FHE has chosen to utilize the *Open Court* reading curriculum, which we found to show the most dramatic improvement in our FHA students' language abilities. This comprehensive system offers multiple opportunities for each student to progress at his or her own level. Two sample levels, based on the *Open Court* program, follow, together with our First Year Math curriculum:

#### 1<sup>st</sup> Grade Reading/Language Arts

First Grade will emphasize appreciation of language arts through storytelling, reading, phonics, spelling, grammar, creative writing, and manuscript writing. We will also draw on the Core Knowledge Sequence. We will use the *Open Court Reading Program*, published by

SRA/McGraw-Hill, which stresses phonics, fluency, and comprehension by using a wide variety of decodable texts and literature.

The program is strongly phonics-based. *Open Court* recognizes the basic phonetic character of English, thus making it one of the most effective methods of teaching reading. Using the best in children's literature from all periods of history with stories and poems that students find interesting, *Open Court* lays a strong foundation for comprehension skills. Students master literal comprehension of the text, and also begin to practice making inferences and conclusions. This program includes reading comprehension and skill assessments, ESL supplementary materials, phonics kits, and decodable "big books." We have also chosen to use *Open Court* basal texts, such as Blue Pillowed Sky, Shiny Garden Path, and Rainbow Bridge. FHE may also use *Accelerated Reader*, a computer reading program, to individualize the reading curriculum when children are ready for additional reading experiences.

### 1<sup>st</sup> Grade Math

In Kindergarten through fourth grade, we plan to use the highly acclaimed University of Chicago School Mathematics Project (UCSMP) curriculum called *Everyday Mathematics*. Overall, this UCSMP curriculum builds upon the *Open Court* program by reviewing important concepts or skills in sequential years. The curriculum uses a *two-year rule*, whereby any serious concepts in grade 3 have already been introduced by grade 1. The curriculum also uses a *five-year exposure rule*, in which a concept is revisited in at least five different ways, each with considerable practice.

In first grade, *Everyday Mathematics*, published by the Everyday Learning Corporation, establishes a framework for dialoguing about mathematics between teacher and the children and also among the children themselves. First grade materials involve working with mental and symbolic arithmetic, measurement, geometry, collecting and using data, and the beginnings of algebra. Formulating and solving "number stories" with information from day-to-day life, science, geography, and other curriculum areas are also strongly linked to the math curriculum.

UCSMP provides complete teacher guides and student materials for a full year of work in first grade. The first grade package has three parts:

- *The Teacher's Manual*, together with the *Lesson Guide*, include: (1) daily lesson plans supporting the program's mathematics strands; (2) a references section for first-time users and for consultation by experienced users; (3) explorations and projects that support the mathematics strands and also include cross-curricular work in science, health, geography, and other areas; (4) math boxes to provide a consistent ongoing review program; (5) blackline masters for duplication of certain forms needed in quantity.
- *Student Materials* include consumable student journals, Numbers About Me and Numbers In My World booklets, and books of activity sheets.
- *Home Links* provide for follow-up and enrichment activities that may be done with a parent at home.
- *Everyday Mathematics* is considered aligned or easily aligned with the Indiana standards. The actual, detailed work of alignment will be done by FHE leadership and faculty in the spring and summer.
- For students assessed at below grade level and special needs students, FHE will work actively and on an individualized basis, bringing in tutors if appropriate, to bring students up to grade level over a year (or beyond if need be).

#### 4<sup>th</sup> Grade Reading/Language Arts

The fourth grade language arts curriculum will be made up of many components, including *Open Court* materials, the *Accelerated Reader* Program, the Core Knowledge Sequence, novel studies, oral reading, creative writing, basic grammar and writing mechanics. A particular strength of the *Open Court Reading* Program is that it is cumulative, building upon student skills developed in first through third grades. In the fourth grade, the program focuses on advancing both student fluency and comprehension skills. It also deepens a student's research and inquiry skills through the use of inquiry journals and assessment tools. One *Open Court* text we will use is Over the Moon. The computer-based *Accelerated Reader* Program will help students who need further practice with specific problem areas. Classic novels that we will use in the fourth grade include *Souder* and the *Chronicles of Narnia*. Our spelling program will focus on context words pulled from all areas of the academic curriculum.

*Open Court* provides materials for meeting special needs of all children in the classroom, including above grade level, below grade level, and English Language Development. In regard to students with limited proficiency, disabled students, or students below grade level, *Open Court Reading* is designed with no assumptions made about a student's prior knowledge. Each skill is systematically and explicitly taught in a logical progression to enable understanding and mastery. In addition, the *Open Court* system does not assign students by grade level, but offers pretest for placement at the beginning of the school year to determine the appropriate level of each individual student.

*Open Court* and the rest of the Reading/Language Arts program is considered consistent or easily aligned with the Indiana standards. The actual, detailed work of alignment will be done by FHE leadership and faculty in the spring and summer.

For students assessed at below grade level in reading and for special needs students, FHE will work actively and on an individualized basis, bringing in tutors if appropriate, to bring students up to grade level over a year. Attaining grade level or above competency in reading, particularly by 4<sup>th</sup> grade, is FHE's highest priority, and we will spare no expense or effort to ensure the students most at risk of school failure will achieve this goal.

FHE is committed to ensuring that no student falls behind. Both teaching assistants and parent volunteers will help to tutor students who need further help, and teachers will work closely with Special Ed. instructors and consultants to ensure disabled students make progress according to their ability. We will also utilize the resources of the Indiana Public School, with whom Flanner House has partnered in our Kindergarten program, as a resource, particularly for LEP learners. Our additional fundraising will allow us to provide extra services as needed.

#### **D. Assessment**

Parents, students, and society at large need to know three things about the students being educated - how their performance measures up against objective benchmarks and compares to other students (achievement), how well individual capabilities are being developed (personal progress), and what kind of people they are at school (internalization of moral, ethical and behavioral principles). These measurements must be clearly understandable to everyone. We will use traditional methods to measure achievement - letter grades, where a "C" denotes average work, and standardized achievement tests. Personal progress will also be measured on a scale, accompanied by narrative observations and a portfolio of student work showing progress toward established goals. Behavior will not be graded, but narrative observations will be shared and discussed with parents.

FHE will also contract with an professional evaluation team to supervise and advice in the area of assessment and evaluation, and ensure all reports are accurate and distributed.

At FHE, teachers will be accountable to parents and students for delivering a high quality, rigorous education; parents will be accountable to teachers and students for supporting the school's programs; and students will be accountable to their teachers and parents for applying themselves vigorously to their studies.

FHE will adopt multiple assessment tools to assess not only academic achievement, but areas such as parent satisfaction, community service, and attitude. We will also contract with a consultant specializing in assessments to monitor and collect all data and ensure the quality of our surveys, testing, and other evaluation procedures.

We will use a wide variety of academic assessments in various grades, including:

- All students in Grades 1-5 will undergo phonic assessment.
- Students in grades 1-5 will take the Terra Nova Math Assessment in all subjects each spring.
- All third graders will take the ISTEP (Indiana Statewide Testing for Educational Progress).

Because we place so much emphasis on parent involvement, we also will put substantial effort into parent surveys and other means of measuring satisfaction with the school. For example, we intend to regularly conduct surveys of all staff to evaluate our performance in terms of recognizing areas for improvement and additional innovation. Non-academic assessments will include the following:

The purpose of both academic and non-academic assessments is to continually improve FHE's ability to achieve its goals. We plan to publish all assessment results in May of each year, and appoint a teacher/administrative/board/parent team to evaluate the results in terms of improvements for the coming year and addressing the needs of students who are performing either above or below grade level. Part of the committee's responsibility will be to allocate school resources to whatever corrective measures need to be taken to improve individual student performance (such as hiring more educational assistants, increasing parent and community participation as tutors, etc.). All parents will receive a copy of both the assessments and evaluation committee report.

## **E. Support for Learning**

### **Parental Involvement**

Parental involvement is a cornerstone of FHE's program. We believe that parents are the primary educators of their children and that the school exists to assist them in that task. Every new family will be welcomed individually and will have the school's policies, procedures, goals and expectations explained to them; parents, students and teachers will sign a partnership agreement detailing each party's responsibilities in the education of the student; parents will be required to attend quarterly conferences, will be expected to volunteer at least 20 hours per year in direct service to the school, will be expected to attend and participate in school events, and will be expected to support the school's programs at home, including homework and community service activities. Teachers will maintain communication with parents by phone and e-mail and will notify parents immediately if academic or behavior problems arise at school; and our teachers, curriculum specialist and administration will always be available to address concerns and work with parents who feel that their child's needs are not being met.

Parents are mandated to assist with every aspect of a child's education and together the school and parents will prepare the student for future success and becoming a responsible citizenship. As at FHA, all FHE parents will be asked to commit to 20 hours of volunteer work per school. Parent/Teacher Conference Share Time will be held every nine weeks during the school year. At this time parents must come in for conference time to discuss the child's progress and other concerns. Parents will also serve on committees that enrich the school. These committees will undertake many school-wide projects. There will be at least two room parents assigned to help as needed with each class. These parents will act as liaisons between classroom teachers and other parents.

Parents will be asked to complete surveys and questionnaires pertaining to children's and school progress. Personal interviews and conferences will be expected from all parents.

In addition, parent surveys will supply regular feedback to the school, acting as alternative and non-academic assessment mechanisms. (Surveys are covered in depth the Assessment and other sections of this proposal.) Results will be tabulated and sent to all families and the greater FHE community.

Pages from FHA's parent handbook, which will be modified and expanded by FHE, are included as Appendix B.

Many community partners will play crucial roles. A public library is located on school premises, and the Parks Department provides playing fields. Flanner House itself will partner with families through offering a wide variety of community services. Computer Experience, Inc., offers computer tutoring and help, and we will partner with museums such as the Indianapolis Museum of Art and the Children's Museum to increase student exposure to art and other areas.

### Discipline Policy

Flanner House Elementary will provide an orderly environment conducive to learning and based on principles of student involvement and participation, personal responsibility, respect for others, and good citizenship. Ongoing disruptive behavior on the part of one student is an infringement on the rights of other students. It will be the responsibility of each classroom teacher to make sure that students know, from the beginning of school, what the particular rules and regulations of that classroom are and to interact with pupils in a manner that encourages self-discipline.

FHA stresses respect for others and for the rights of others, among them the right to maintain an orderly and stable school and classroom environment, which facilitates learning. This will be maintained at FHE. Students who by their disruptive behavior consistently deprive others of this right will be subject to disciplinary action, including the possibility of suspension and expulsion from the school in strict accordance with State of Indiana public school guidelines.

FHE's administration, staff and parents will develop clear guidelines for student conduct. These guidelines will be age-appropriate to the age level and maturity of the child. Treatment of students will be consistent regardless of race, religion, color, sex, origin, and socioeconomic status or as classified.

Learning and exhibiting self-discipline, both in academics and personal behavior, is a core value in our program. All members of the school community, including students, staff and parents, will be expected to model behavior that shows respect for oneself and for others. No student will be allowed to consistently disrupt the learning of others. Our discipline policy will be explicitly stated in a policies and procedures handbook that will be given to all families. This policy will be developed with the guidance of an attorney on our interim board to ensure that the rights of both regular and special education students under state and federal laws are protected.

FHE is keenly aware of the situation in which many special needs students find themselves. We will strive as much as possible to have these students integrated in classrooms and other activities, and therefore it is important that they not be disruptive. However, they may well need special attention, care and understanding. We will utilize the skills of our special education consultant to work closely with faculty and parents to address any situations that may arise which require greater attention.

#### **F. Special Student Populations**

As FHE will be a public charter school, we anticipate that our student body will include individuals with disabilities. FHE is committed to meeting the special needs of its students and will comply with federal, state and district laws and requirements for special education including all applicable Indiana statutes, Section 504 of the Rehabilitation Act, Individuals with Disabilities Act (IDEA), and Americans with Disabilities Act (ADA).

To ensure both compliance with mandates and efficacy of service to eligible students, FHE will either contract with the Indiana Public Schools or hire the services of a qualified, licensed director of special education to guide the process of identifying and putting special services into place for students with disabilities. FHE will enter into independent contracts to provide specialist services to individual students as needed. The director of special education will engage teachers and parents in the process of determining appropriate services in forming Individual Education Plans (IEPs). Our philosophy remains to integrate these students as much as possible into mainstream classrooms. Students with exceptionally high needs may need to spend far more time with our special ed. consultant. We will also, if necessary, utilize the services of other agencies or non-profits to provide additional expertise and help.

FHE will also contract with an ESL instructor to address the needs of any students with limited English proficiency. This instructor will work closely with teachers, volunteer tutors, and parents, to ensure that these students progress along with their appropriate grade level. Volunteer tutors will be asked to supply additional support as needed. We will also utilize community services that can augment on-site instruction.

#### **IV. Organizational Viability and Effectiveness**

##### **A. Budget**

Please see Appendix L for the five-year budget and explanation of key line items.

Contingency plans: In the event of a budget shortfall, Flanner House Elementary is prepared to implement the following steps:

- Eliminate up to all four teacher's aides positions (approximate savings of up to \$90,000 with benefits in year 1).
- Reduce spending on contracted services (not including audit and accounting) and professional development by 50% (approximate savings of up to \$70,000 in year 1).
- Reduce all staff salaries by up to 10% (savings of up to \$50,000 in year 1).

##### **B. Enrollment/Demand**

Current enrollment at FHA is 93 students in grades K-3. FHE plans to expand this enrollment to 140 next year, both by adding a 4<sup>th</sup> grade and by increasing enrollment slightly in the other grades. Our second year enrollment will jump to 180 with the addition of a 5<sup>th</sup> grade, and expand to 200 in our third year, 220 in our fourth year, and 240 in our fifth year and beyond through increasing enrollment throughout the school.

FHA currently has a substantial waiting list for Kindergarten, first, and third grades. We anticipate that almost all current students will want to continue on with FHE, as we have had almost no attrition among FHA's student body over the last three years. In fact, of the first 20 students enrolled in the Academy three years ago, 17 are still enrolled as third graders. Thus the current Academy's student body will probably form the nucleus of those applying to FHE, and its current third grade class will be applying for slots in the fourth grade.

In addition, we will be holding ongoing neighborhood meetings and open houses to let families in the blocks surrounding FHE know that we no longer charge tuition and that they are eligible to attend. As these children are currently bussed to public schools on the south side of Indianapolis, we anticipate that many local families will want to enroll their children at FHE. Thus we will be able to reach out for the first time to local families who are less informed about our educational opportunities because they could not afford the tuition.

While the Academy has focused on serving African-American families as part of Flanner Houses's original mission, our transition to a public school will allow us to broaden the ethnic makeup of our student body. We have obtained a demographic study of our surrounding area to try to attract Hispanic and other families to the school, and are working with the Retired Executive Corps to undertake a more intensive and accurate neighborhood survey, and evaluate the results.

Other recruitment activities are outlined in the Timeline section of the Appendix (IV I).

Note that as a public school, FHE cannot give preference to students currently enrolled in the Flanner House Academy. If FHE has too many applicants at any grade level, these students would have to participate in a lottery on an equal basis with all other students.



Any Minnesota child in the offered grades is eligible to enroll, but parents must apply for admission for their children. If pre-determined enrollment capacity is reached in any grade, admission will be limited first to students given preference under state and federal law, and second to students chosen by lottery as required by law. These limits will be applied first to on-time applications, then to late applications. In addition, parents of new students will be required to accept a placement by attending with their child a welcoming interview, and orientation and evaluation session. These sessions will be scheduled with the convenience of parents in mind and will include interpreters for any family whose first language is not English.

Note that FHE is not located in a district where any desegregation order applies.

### **C. Governance and Management**

As FHE is in many respects based upon the structure of Flanner House Academy, we will have proven experience and leadership throughout its organizational structure.

The Academy utilized the legal structure and IRS exemption of Flanner House as its parent entity. As FHE will be totally independent of Flanner House, it will need separate legal and exempt status. FHE is now in the process of establishing itself as a separate corporation and applying to the IRS for exempt status. We have included in Appendix I the legal documents and 501(c)3 of Flanner House itself, as they will form the model of our own documents, with changes only as needed. We have several leading attorneys who are coming onto FHE's Board and have agreed to take responsibility for drafting all of these documents.

FHE will be a tenant of Flanner House, but have no other formal affiliation. (Flanner House currently has a 50-year lease in which it pays \$1 a year for use of the land to the Indianapolis Parks Department. The school building is owned by Flanner House.)

An organizational chart is also attached as Appendix G.

FHE will maintain a simple organizational structure in which its Board and Board Executive Committee work closely with the School Director, Director of Education, and Director of Operations. These personnel, as well as short biographies, are included in I(A). Longer biographical materials (including that of board members) are included in Appendix M.

The FHE Board initially consists of leading members of the Flanner House board, but will add parents, educators, and other community stakeholders over the next few months. The Executive Committee, consisting of Board officers and any other members appointed by the Chair, will oversee for all strategic planning, financial, budgetary, and fundraising systems and projections. Cynthia Diamond, as School Director, will coordinate the start-up effort and report to the Board and its Executive Committee. Frances Malone as Director of Education will oversee staff and curriculum and report directly to Cynthia.

In all, we anticipate that approximately half of the present Flanner House Board will leave to join the FHE Board over the coming months. This will provide FHE with the same strong leadership and financial, educational, fund-raising, and legal support that Flanner House has enjoyed for so many years. These will be supplemented by other board members who will be drawn from the educational, foundation, and corporate community, as well as by parents. The start-up board will form a committee to recruit new members who can best serve FHE in the future. This committee will also be charged with board development activities, including seminars and retreats, to educate new members and increase its effectiveness.

Short biographies of our original members of the start-up/transitional governing board follow:

*Pat Chastain*, a consultant to various corporations, retired in 1999 from her position as Vice-President for Community Affairs of the Indianapolis Water Company. She has served on the boards of five major non-profits in Indianapolis. She has a particular passion for the education of inner city youth. Pat, who is particularly strong in fundraising, community relations, and strategic planning, will be a Board member of FHE.

*Robert Shula* is past President of the Flanner House Board. An attorney at Lowe, Grey, Steele & Darko, he has served as President of the Oriental Art Society of the Indianapolis Museum of Art; as a Board member of the Indiana Sports Corporation; on the Board of Directors of the Indiana Civil Liberties Union; and as a Board member of both Arts Indiana and the Indiana Repertory Theatre. Bob brings a legal perspective to FHE, as well as extensive contacts in the arts community that will help as resources for our students. He also will serve as a Board member of FHE.

*Seema Parikshak* is Vice-President and Director of BKD Financial LLC and is the Treasurer of Flanner House. She brings over 13 years of experience as a CPA and investment banker to her work with FHE. Her community work with Riley Children's Hospital and the India Association of Indianapolis are part of her commitment to bettering the lives of children and families in Indianapolis.

*Brian Buchanan* has brought excellent leadership and extensive legal knowledge to his first term as President of the Board of Flanner House. For over twenty five years he has shown his commitment to young people through his community work for numerous agencies including Goodwill Industries, Young Presidents Organization, the Indianapolis Museum of Art and Methodist Health Foundation.

#### Conflict of Interest

No Board, staff or leadership member has a conflict regarding business, family, or other pecuniary issues. The only foreseeable event where a conflict of interest may arise is if, as expected, Flanner House decides to charge the Elementary school rent for use of its facilities. If this is the case, any members still serving on both FHE and Flanner House Boards will exempt themselves from the decision.

#### SchoolStart's Start-Up Support

Flanner House Elementary plans to partner with SchoolStart for start-up support and coaching during the planning period, and possibly in our first operational year. SchoolStart is a Minnesota-based nonprofit organization with experience helping to launch successful charter schools. SchoolStart recently received a major grant from the Walton Family Foundation to help subsidize the cost of its work, in order to help support twenty-two new charter schools over the next four years. FHE was specifically encouraged to work with SchoolStart by the Indiana Charter Resource Center.

SchoolStart would assist FHE by giving advice in the areas of finance, fundraising, governance, staff development, accountability, board training, and other key issues, with the aim of empowering us to build our own capacity for long-term success. SchoolStart will work with FHE on a fee-for-service consulting basis through a contract approved by our Board, with a partial subsidy from Walton.

SchoolStart was specifically founded to offer short-term consulting to new schools and avoid the costs, long-term contracts, and external structure and management often involved in contracting with an EMO. It works with schools only through the first year, does not charge a percentage of revenues, has substantial foundation support, and has no fixed curriculum or prior plan for any charter. Rather, its objective is to teach founders to fulfill their own particular vision in whatever way they see fit through offering technical advice and assistance.

SchoolStart's role will be purely advisory. At no time will it have any decision-making authority regarding any school matters.

#### Administration and Management Responsibilities

*Board of Directors:* The Board of Directors will be responsible for ensuring that the mission and vision of the school is maintained and that staff members work in steady pursuit of that mission and vision; setting general curricular policies and reviewing specific curriculum choices on a regular basis; hiring and evaluating the performance of the School Director; setting overall school policies; adopting annual budgets and reviewing audits; long-range financial and facilities planning; long-range strategic planning; annual goal-setting for academic and non-academic outcomes as required in our charter school accountability framework; charter school accountability reporting to our sponsor; entering into contracts with employees and service providers; delegating specific tasks and responsibilities to standing or *ad hoc* committees of the board which may not be addressed elsewhere; compliance with state laws governing charter schools; and serving as a body of appeal for members of the school community. The Board may hire consultants, legal and financial professionals, and outside service providers from time to time to ensure that these responsibilities are met. Budget Allocation and vendor selection will remain the responsibility on a day-to-day basis of the School Director and Director of Operations. However, overall budgetary guidelines will remain under the auspices of the board, which also must approve the school's annual budget.

The start-up Board has decided that FHA's current leadership team, which has years of experience of working together and of running a successful elementary school that will serve as a model for FHE, should continue on in their current positions. The Board will request that staff and parents evaluate their performance at least once a year through surveys distributed to families as part of the overall assessment process, and separate confidential surveys distributed to all staff members (both teaching and non-instructional).

*Curriculum:* The Board of Directors will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. A curriculum specialist will be hired to help implement that policy and to develop and maintain, with input from teachers, a cohesive K-5 curriculum. The curriculum specialist will also be responsible for implementation of the Indiana Standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of under-challenged students.

*Staffing:* The School Director, working with the Director of Education, will be responsible for staffing. The Board of Directors will enter into contracts with employees. The Board of Directors will also be responsible for hiring and evaluating the School Director.

*Special Education:* The Board of Directors will contract with a licensed consultant to serve as director of special education. The School Director will be responsible for working with that director, or delegating such responsibility, and for ensuring that the school meets all of its obligations regarding special education.

*Business and Finance:* The Board of Directors will be responsible for formulating and approving annual budgets, with substantial input from the School Director and the Director of Operations. The School Director will have latitude in determining how funds are best used within certain budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. The Board of Directors intends to contract with an outside service provider for bookkeeping services and to ensure compliance with state financial accounting procedures.

*Day-to-day operation* (lunch, attendance, etc.): School Director, or a person under his/her direction.

*Reporting:* The School Director, working closely with the Director of Operations, will be responsible for maintaining student records and for all reporting regarding those records required by state and federal statutes. The School Director will be responsible for making monthly reports on the operation of the school to the Board of Directors. The Board of Directors will be responsible for required accountability reports specific to the charter school.

#### **D. Human Resources**

Flanner House Academy currently has a teaching staff of four full-time teachers in K-3, as well as four full-time educational assistants. The teachers have a combined 23 years of experience at Flanner House, including the Kindergarten program that predates the Academy. Two of the four currently meet State licensing standards, and two others will enroll in licensing programs next year. We are fortunate in that these teachers know the school leadership, system and curriculum, and we have seen their on-job performance.

- FHE will add four new teachers next year in grades one and four. We are asking SchoolStart to advise us on initiating staff development and evaluation systems based on its extensive past experience with a wide variety of charter schools.
- As mentioned in other sections, Cynthia Diamond will remain as School Director, and Frances Malone as Director of Education.
- FHE will offer 6 instructional hours, and seven classrooms. Each teacher will have 7 ½ hours of planning time per week.

#### **Teacher Recruitment**

Four new teachers need to be recruited for FHE. A complete recruitment outline and schedule is detailed in the Timeline below (Section IV I). This will be supplemented by strong word-of-mouth communication by present staff, board, administration, and parents. We are particularly seeking teachers who understand and embody the particular mission of the school.

## Staff Responsibilities

The responsibilities of the FHE teaching staff is to:

1. support the mission and goals of Flanner House Elementary;
2. teach the FHE curriculum;
3. ensure mastery of grade-level knowledge, content, and skills for all students through consistent teaching practices and individual tutoring when appropriate;
4. provide appropriate enrichment materials and individual tutoring when appropriate;
5. create a challenging yet supportive school atmosphere that encourages academic achievement by all students;
6. maintain classroom discipline;
7. communicate in a timely fashion with parents and/or FHE Director about any relevant classroom matters and students' performance;
8. provide collegial support to other FHE staff members;
9. participate in staff development programs, and
10. serve on appointed committees with the Board

## Benefit Package

The benefit package offered by FHE will include the following:

- 100% Paid Hospitalization for employees: Hospitalization Plans available for Family and spouse
- 2 1/2 months Summer Vacation
- Paid 10 days Sick Leave (this may accrue from year to year)
- Paid Holidays
- Child Care at reduced rate
- Indiana State Teachers Retirement Plan
- Certification reimbursement/continuing education
- Flanner House Elementary staff members will receive standard health, dental, life, and disability insurance and pension benefits roughly comparable to teachers in Indiana school districts.

## Staff Evaluation

As part of FHE's evaluation procedure, the Board, working with the Direction of Education, will specify clearly defined criteria for performance review. These criteria include 1) commitment to the FHE mission and goals, 2) high level of professionalism, 3) high level of accomplishment, and 4) effective participation in the FHE team. The Board also specifies tools to be used in the evaluation process. Such tools may include written evaluations based on classroom observations and comparisons of student performance on major assessments specified by the FHE curriculum in each grade. Special contributions by the FHE staff to the School's program will also be an element in the performance review.

## Staff Development

FHE will provide the staff with professional improvement opportunities that include participation in professional development programs and attendance at professional conferences, when appropriate. FHE will also foster collegial interactions among the staff members to ensure that the staff works effectively as a team. Ongoing consultants will also be hired to refocus the staff on areas where the Board or Director of Education, based on evaluations, surveys, or other feedback, determines performance could be improved.

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### Projected Staff Positions and Salaries

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Position	Salary in 02-03	Number (02-03)	Number (03-04)	Number (04-05)	Number (05-06)	Number (06-07)
Director	\$56,250	.75	.75	.75	.75	.75
Director of Education	\$49,500	.9	.9	.9	.9	.9
Teachers	\$38,000	8.0	11.0	12.0	13.0	14.0
Teacher's Aides	\$18,000	4.0	4.0	4.0	4.0	4.0
Clerical	\$30,000	1.0	1.0	1.0	1.0	1.0
Custodian	\$15,000	.75	.75	.75	.75	.75

#### Previous

In Year 1, there will be one teacher per classroom and one special education teacher or consultant. Beginning in Year 2, there will also be a licensed, full-time reading specialist (classified as a teacher).

For special education, the school plans to either hire an experienced, flexible, full-time, licensed special ed. teacher or hire a part-time consultant, able to work with multiple student challenges. A further option is contracting with the IPS system for special ed. services. Our final choice will depend on a better estimate of the number of special ed. students we will enroll, based on preliminary enrollment figures. The school will also engage separate contracted special ed. support appropriate to the specific needs of enrolled students, as well as access special agencies and services which might better serve these students.

A typical day is outlined in the Section entitled School Characteristics (II C).

## E. Financial Management

School finances will be under the direction of the Board Treasurer, Executive Committee, and Director of Operations. A special Board Finance Committee consisting of these entities, plus the school director, shall oversee fiscal controls and track finances. Day-to-day management and tracking will be undertaken by the Director of Operations, reporting to the School Director. Spending decisions, including prioritizing spending, projecting revenue, and ascertaining needs from foundations and other fundraising,

An annual budget, based upon the 5-year budget and the advice of staff and other personnel related to school operations, will be put together by the Board Finance Committee, with the final budget approved by the entire board. This budget shall take into account any perceived changes in state financing, fundraising, etc.

FHE will hire an auditor to review all budgetary decisions and allocations. The annual budget will be distributed to all funders, our sponsor, and any interested parties. The Director of Operations shall act as the school's liaison with the auditing firm.

Flanner House has been extremely successful in undertaking, through board contacts, fundraising campaigns for its past educational affiliates, including FHA. While FHE will be an independent entity, many former board members will be affiliated with the new school. In addition, SchoolStart is a well-respected start-up consulting group with many contacts in the foundation community. Thus we anticipate donations will be forthcoming over the next few years, including a large anticipated gift from the Walton Family Foundation.

In addition, Flanner House will begin a \$5,000,000 capital campaign to expand the school and other facilities in December. We have already completed an extensive feasibility study by Bob Barrett, a professional development consultant, that involved interviews with 49 leading business people and civic and governmental leaders throughout the metro region. (The list of interviewees is contained in the Appendix F in the Capital Campaign section.) This new facility will free up space to allow for the expansion of the school in the coming years to our anticipated capacity of 240. Donations for the capital campaign have already begun to arrive.

## **F. Facility**

FHE is fortunate in having close to an ideal site. The current facility is co-located with Watkins Park at 2424 Martin Luther King, Jr., Street, Indianapolis, within the Indianapolis Public School District. Our site has basketball, tennis, football/soccer, and large fields adjacent to our building. A full gym is available at the Parks department facility adjoining the school. In addition, a branch of the Indianapolis Public Library has space within our school building, and plans call for expanded library facilities as part of the capital campaign through a unique partnership with Library Services. And Flanner House's offices, including counseling, employment, job training, GED, and youth and senior services are readily available to both our students and families.

FHE will be able to use five current classrooms, plus two others will be constructed within the next year areas used for other purposes. A multi-purpose room, kitchen, library, and day-care/child development center is also located on site. The day-care/child development center is licensed for 160 children, permitting families to drop off their children as early as 6 a.m., and pick them up as late as 6 p.m.

Renovation costs for two new classrooms using existing space have been estimated at just under \$20,000. Another \$20,000 will be required for handicapped accessible changes. No other facility expenses are anticipated.

A proposed site plan, based on the capital campaign, is included in the Appendix G. FHE will be housed in the building identified as the Flanner House Education Center.

In terms of providing access for students with disabilities, FHE is situated entirely on one floor, with ample wheelchair access. Renovation for next year will include a handicapped "push" button at our main entrance, as well as widening the entrance door and providing grip bars in two bathrooms.

## **G. Transportation**

Currently, all children at Flanner House Academy are driven to school or take public transportation, accompanied by their parents. We estimate that 50% of FHE children will access school busing, meaning that 70 students will be bussed next year. The remainder will continue to be driven to school, or come from the neighborhood immediately surrounding the facility. Flanner House also maintains its own school bus with a handicapped lift that can be leased by FHE at minimal cost. That means that busing must be contracted only for 40 remaining students next year.

FHE has been unable to confirm if transportation dollars will be available as an additional revenue source. If not, transportation expenses will come out of our general funding.

## **H. Risk Management**

Flanner House Elementary School is committed to a risk management philosophy of responsibility, prudence, thoroughness and preparedness. The School will implement the following approaches to managing its risks:

Conducting annual, comprehensive inventories of possible risks, including identifying ways to minimize risks (with participation of all stakeholder groups).

Complete adherence to all health, safety and civil rights laws and regulations, including annual training of all relevant stakeholder groups in all of these areas.

Careful development, implementation and annual review of personnel, compensation, discipline, teacher-student relations, volunteer-student relations, and other key policies that relate to risk areas, with oversight and support from legal counsel, the Board of Directors, and school leadership.

Acquisition and maintenance of required general liability, school board legal and professional liability, umbrella, boiler and machinery, property, automotive, and workers compensation coverages.



## I. Timeline

<b><u>PHASE I: GETTING STARTED</u></b>	<b>Point Person</b>	<b>Timeline</b>
	Sandy Green, Cynthia Diamond, + two attorneys on school's Board	January- May
Establish new bank account for charter elementary school		
Complete 501(c)(3) application for transition from private to public charter school		
Revise and complete new by laws and articles for charter school		
Develop recruitment, marketing & outreach plan for new students		
Identify community liaisons		
Write and Design Initial Informational Materials (Brochures, General Info Sheet, Q&A Sheet, etc.)		
Print and distribute information/brochures		
Design and print other marketing materials		
Organize community presentations		
Customize language appropriate student applications		
Organize recruitment campaign, make phone calls		
Answer parent phone calls, run open houses		
Sign up Sheets for Parents/Students		
Parent liaison/register students, interview parents		
Begin Recruitment of two new teachers		

<b>INSTRUCTION &amp; ASSESSMENT</b>	<b>Point Person</b>	<b>Timeline</b>
	Frances Malone	Jan.-Feb.
Complete charter goals and instructional framework		
Complete detailed goals/standards/objectives		
Complete detailed assessment and evaluation plan		
Plan for initial classroom/learning environment configuration		
Complete plan to address special needs student issues (special education, limited-English proficiency, etc.) for assessment and instructional supports		
<b>FINANCIAL PLANNING &amp; FUNDRAISING</b>	<b>Point Person</b>	<b>Timeline</b>
	Board member Seema Parikshak, CPA, & SchoolStart (as advisor)	January- March
Modify five-year planning budget and business plan based on any new info. from State		
Refine accounting, purchasing, payroll and state reporting systems		
Refine and Implement fundraising plans		
Prepare and submit application for federal start-up funds		
Prepare and submit grant applications as needed		

<b><u>PHASE II: PREPARATION FOR OPENING</u></b>	<b>Point Person</b>	<b>Timeline</b>
<b>ORGANIZATIONAL</b>	Cynthia Diamond	March-June
Develop immunization policy		
Develop medication, nursing, and first aid policy		
Develop transportation policy		
Develop fair enrollment policy		
Develop sexual, religious, and racial harassment & violence policy		
Obtain Fair Pupil Dismissal Act		
Obtain the Mandatory Report of Abuse and Neglect		
Obtain the American with Disabilities Facility checklist		
Develop comprehensive school accountability plan, which includes ongoing performance-based assessment, evaluation, governance and public reporting, based on proven practices		
<b>INSTRUCTION &amp; ASSESSMENT</b>	<b>Point Person</b>	<b>Timeline</b>
	Frances Malone	Feb.-July
Review and amend instructional program plan		
Review and amend curriculum/projects/units		
Identify & secure instructional materials & technology using a tracking system		
Review and amend assessment plan		

<b>PLANNING FOR SPECIAL EDUCATION NEEDS</b>	<b>Point Person</b>	<b>Timeline</b>
	Frances Malone	March-Aug.
Identify students whose applications indicated IEPs		
Review and assess need for IEPs		
Confer with parents regarding special education needs during registration period		
Devise plans for serving special education students		
Coordinate schedule for special education students		
Work with parents to develop or revise IEPs as needed		
Convey special education plans to special ed. teachers and other regular Ed teachers		
Undertake complete ESL assessment		
Establish framework for assignment to specific ESL programming		
<b>FACILITIES</b>	<b>Point Person</b>	<b>Timeline</b>
	SandyGreen	Jan.-Aug.
Continue with capital campaign to expand facility		
Organize renovations, repairs & construction		
Renovate present site to add two classrooms for next year		
Secure initial architectural planning advice		
Put out bids for general construction contractor, if necessary		
Monitor construction progress		
Purchase & move in new furnishings for two additional classrooms		
Arrange classrooms/instructional & work environments		

<b>STAFFING</b>	<b>Point Person</b>	<b>Timeline</b>
	Frances Malone & Cynthia Diamond	Jan.-May
Develop needs assessment for additional hiring		
Identify options & plan recruitment strategy		
Develop new staff selection process		
Draft, approve and run ad		
Contact Universities/Colleges and other networks		
Receive, organize, and review letters of interest/resumes		
Interview, & background reference checks		
Finalize selections, criminal background check & finger printing (including all staff and regular volunteers)		
Orientation & planning for new students		
Advise staff on legal and regulatory compliance		
Establish Year 1 staff development plan including para-professionals		
Implement immediate staff development activities		
<b>STUDENTS &amp; PARENTS</b>	<b>Point Person</b>	<b>Timeline</b>
	Frances Malone	Feb.-July
Accept and review applications		
Monitor diversity & outreach		
Conduct enrollment lottery if applications exceed space at any grade level		
Registration & assessment		
Public notice of special education services		
Approve applications		
Send updates to parents and perspective students on a monthly basis		
Family/Student Orientation		
Plan and implement open houses		
Orientation Packets to all parents and students		
Plan and implement Grand Opening		
<b>FINANCE &amp; OPERATIONS</b>	<b>Point Person</b>	<b>Timeline</b>
	Bd. Member Seema Parikshak, CPA	Ongoing
Review current budget development & oversight policies		
Full implementation of accounting system		
Oversight and decision-making of accounting system		
Review internal controls & fiscal policies		
Full implementation of payroll system		
Oversight and decision-making of payroll system		
Review staff benefit options		
Oversight and decision-making of staff benefit options		
Research and recommend auditing options		
Establish and maintain fiscal linkages with state		
Develop long-term fiscal plans		
<b>SCHOOL OPENING</b>		<b>Timeline</b>
Charter School Begins Operations		Sept. 3, 2002
Date of School Opening		Sept. 3, 2002

## **V. Goals**

The following goals have been identified as Flanner House Elementary's two highest priority performance goals in each of the following areas: Academic Performance, Organizational Viability, and School-Specific Objectives.

### **Academic Performance Goals**

Goal 1. Reading. 100% of FHE students who have attended FHE beginning in kindergarten will be able to read (and have other core English/language arts skills) at or above grade level by 3<sup>rd</sup> grade and be able to stay at or above grade level through graduation at the end of 5<sup>th</sup> grade. No single goal is more important to the future of inner-city children than the ability to read at or above grade level. (The only possible exceptions to this goal may be students with learning disabilities severe enough to make this goal demonstrably impossible to achieve). On a year-to-year basis, FHE will strive for measurable improvement in reading (at least 10% above normal growth) from at least 90% of students. At least 25% of continuously enrolled students will be performing above grade level in reading by the end of 2<sup>nd</sup> grade and at least 50% by the end of 5<sup>th</sup> grade. We will accept or make no excuses.

Goal 2. Mathematics. At least 90% of FHE students who have attended FHE beginning in kindergarten will be able to attain grade-level or above competency in mathematics by 3<sup>rd</sup> grade and be able to stay on grade level through graduation at 5<sup>th</sup> grade. On a year-to-year basis, FHE will strive for measurable, significant improvement (at least 10% above normal growth) in mathematics from at least 90% of students.

### **Organizational Viability**

Goal 1. Financial management. FHE aims to implement professional accounting, reporting and auditing system in its first year, to be evaluated by its annual audit. The Board and director will be supplied accurate monthly financial statements to enable the organization to meet its financial commitments. An experienced accountant will be hired to insure that money is accounted for according to GAAP and state and federal regulations. Clean audits by an independent accounting firm will demonstrate sound financial controls.

Goal 2. FHE will recruit, hire, develop and retain a high quality instructional staff because no other single factor contributes more to student success. Through a strong marketing and head-hunting effort, FHE will attract an applicant pool of at least 5 strong, skilled educators for every faculty vacancy. FHE will hire high quality, experienced teachers and provide them with the resources, school structure, sense of ownership, and professional development required to serve students well. During the course of the first five years, FHE will retain at least 75% of its teaching staff, building a strong, collaborative faculty that offers the expertise, care, and continuity that are essential for working in an inner-city environment.

### School-Specific Objectives

Goal 1 Attendance: FHE will attain a 95% or above student attendance rate by the end of its first year, and will maintain or increase that rate.

Goal 2 Parent Involvement: FHE will attain an 80% or above (at least annual) parent participation in student conferences and at least 75% rate of parent volunteerism in the school by the end of its second year, and will maintain or increase these rates.

## **VI. Summary of Strengths**

Flanner House Academy is an established high-performing school in a well disciplined environment, yet with a very small enrollment and extremely limited resources for its current students. It is a private school serving minority students in one of the poorest and most crime-ridden areas of our city. Its transitioning to FHE as a new charter school will allow it to serve far more children, increasing its enrollment by 150% over the next four years. It will be able, for the first time, to serve children from a surrounding neighborhood sorely in need of quality education and individual attention. The experience, reputation, and support of Flanner House Educational Services, together with our unique site, a strong organizational team and community support, will go a long way towards ensuring FHE's future success.

We foresee a small independent charter school unwilling to tolerate mediocrity--with the freedom to select the best curriculum, staff and policies available.

Combined with this experience and track record is an emphasis on small classes, individual attention, strict discipline, high expectations, parental involvement, and social services. These characteristics are highly unusual in a public school environment serving minority students.

Finally, FHE will offer its families a full range of social services on-site. This complete network of family support services, including before and after school care, complements the strong educational aspects of our program.

In sum, our small classes, dedicated teachers, individualized attention to each student, mandatory parental involvement and availability of family services on-site, and extensive partnership network, together with the strong resources provided by our corporate supporters, will allow us to offer a far higher quality education than presently available in traditional public school settings in our city.